

WALHALLA MIDDLE

177 Razorback Lane
Walhalla, S.C. 29691

GRADES 6-8 Middle School

ENROLLMENT 775 Students

PRINCIPAL Dianne L. England 864-638-4575

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	21	22	3	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

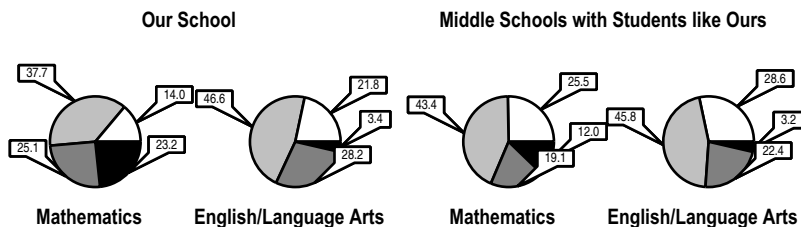
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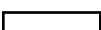
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Average	N/A
2003	Good	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	52	227	134
Percent satisfied with learning environment	98.1%	73.5%	76.7%
Percent satisfied with social and physical environment	100.0%	82.8%	64.4%
Percent satisfied with home-school relations	96.0%	85.1%	81.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	763	99.3	21.8	46.6	28.2	3.4	31.7	17.6
Gender								
Male	419	99.8	26.1	48.7	22.6	2.5	25.1	17.6
Female	344	98.8	16.5	43.9	35.1	4.6	39.6	17.6
Racial/Ethnic Group								
White	661	99.2	18.8	46.8	30.5	3.9	34.4	17.6
African-American	16	100.0	46.7	33.3	20.0	N/A	20.0	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	84	100.0	44.6	47.7	7.7	N/A	7.7	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	594	99.3	14.7	45.1	35.8	4.4	40.2	17.6
Disabled	169	99.4	46.6	51.6	1.9	N/A	1.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	763	99.3	21.8	46.6	28.2	3.4	31.7	17.6
English Proficiency								
Limited English proficient	18	100.0	100.0	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	745	99.3	19.8	47.7	29.0	3.5	32.5	17.6
Socio-Economic Status								
Subsidized meals	353	99.7	32.6	46.2	19.6	1.5	21.1	17.6
Full-pay meals	409	99.0	12.7	46.8	35.4	5.1	40.5	17.6

Mathematics								
All students	763	99.9	14.0	37.7	25.1	23.2	48.3	15.5
Gender								
Male	419	99.8	15.6	40.5	23.6	20.4	44.0	15.5
Female	344	100.0	12.1	34.4	26.9	26.6	53.5	15.5
Racial/Ethnic Group								
White	661	99.8	12.2	37.2	25.7	24.9	50.6	15.5
African-American	16	100.0	13.3	46.7	20.0	20.0	40.0	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	84	100.0	32.3	41.5	18.5	7.7	26.2	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	594	99.8	7.7	33.5	29.8	29.0	58.8	15.5
Disabled	169	100.0	36.0	52.8	8.7	2.5	11.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	763	99.9	14.0	37.7	25.1	23.2	48.3	15.5
English Proficiency								
Limited English proficient	18	100.0	82.4	11.8	5.9	N/A	5.9	15.5
Non-limited English proficient	745	99.9	12.2	38.4	25.6	23.8	49.4	15.5
Socio-Economic Status								
Subsidized meals	353	100.0	20.5	42.9	21.5	15.1	36.6	15.5
Full-pay meals	409	99.8	8.5	33.4	28.1	29.9	58.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	241	N/A	19.4	37.9	34.1	8.6	42.7
	Grade 7	262	N/A	20.7	42.6	31.3	5.5	36.7
	Grade 8	234	N/A	19.6	47.3	27.2	5.8	33.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	254	98.8	28.5	39.7	27.3	4.5	31.8
	Grade 7	258	99.6	21.3	46.3	30.3	2.0	32.4
	Grade 8	251	99.6	15.4	53.8	27.1	3.8	30.8

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	241	N/A	15.6	40.3	28.1	16.0	44.2
	Grade 7	262	N/A	27.3	34.8	17.6	20.3	37.9
	Grade 8	234	N/A	31.9	49.6	14.6	4.0	18.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	254	99.6	11.1	25.9	30.9	32.1	63.0
	Grade 7	258	100.0	15.1	37.6	22.4	24.9	47.3
	Grade 8	251	100.0	15.8	49.8	22.0	12.4	34.4

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 775)				
Students enrolled in high school credit courses (grades 7 & 8)	15.6%	Down from 24.1%	19.6%	14.4%
Retention rate	3.7%	Down from 3.9%	2.2%	2.3%
Attendance rate	97.1%	Down from 97.2%	95.4%	95.2%
Eligible for gifted and talented	20.0%	Up from 15.4%	17.6%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	22.3%	Down from 23.9%	14.5%	14.1%
Older than usual for grade	3.9%	Down from 5.1%	4.0%	4.9%
Suspended or expelled	3.0%	Down from 3.6%	1.1%	1.3%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 54)				
Teachers with advanced degrees	46.3%	Down from 49.1%	47.3%	47.1%
Continuing contract teachers	90.7%	Up from 83.0%	88.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.7%	Up from 88.8%	86.4%	84.3%
Teacher attendance rate	96.5%	Up from 96.0%	95.4%	95.0%
Average teacher salary	\$41,104	Up 3.3%	\$40,436	\$39,924
Prof. development days/teacher	9.5 days	Up from 7.7 days	10.0 days	10.7 days

School				
Principal's years at school	3.0	No change	3.0	3.0
Student-teacher ratio	19.0 to 1	Down from 29.3 to 1	21.8 to 1	21.0 to 1
Prime instructional time	93.0%	Up from 92.3%	89.4%	88.9%
Dollars spent per pupil*	\$5,369	Up 9.3%	\$5,690	\$5,854
Percent spent on teacher salaries*	57.6%	Down from 66.0%	62.2%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	76.0%	Down from 79.5%	94.5%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We were pleased with the Absolute rating of Good that we received on our 2002 school report card. We were also happy that our school was a Silver Award winner because of the progress that our students had made. We received \$2450.00 which we used to buy science equipment, sets of classroom novels, dictionaries, thesauruses, and Math materials.

To provide additional help to those students scoring below basic, we continued to offer an after-school, program last year that met two afternoons per week all year. In addition, a summer school program was offered for those needing assistance to promote to the next grade.

As a result of the parent, student, and teacher surveys, and in order to improve school climate, we implemented a program of positive feedback. Teachers were asked to make positive contacts weekly with parents on students who were being successful. Teachers have been recognized for their contributions to improving school life and parents were recognized for volunteering (over one thousand hours) and encouraged to be actively involved at school.

We will evaluate the success of our efforts to improve school climate with the results from this year's surveys. We will also evaluate the effectiveness of our ninety minute Math and Language Arts classes by comparing the results of the past two year's PACT scores to see if the additional class time is having a positive effect.

Our staff development focus this year will be on improving instructional practices and addressing state standards as we implement a program called STANDARDS IN PRACTICE provided by the state.

Dianne L. England

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.